DOCUMENT RESUME

ED 048 205 SP 007 092

TITLE	World Problems, Resource Unit III, Development Issues, Grade 12. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS ACENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1105
PUB DATE	69
NOTE	59p:; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, Economic Development, *Grade 12, *Social Studies, *Urban Teaching, World Problems

ABSTRACT

GRADES OR AGES: Grade 12. SUBJECT MATTER: Social Studies; world economic problems. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into seven subunits of parallel format. All sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No objectives are mentioned. Within each subunit, each page identifies a topic and then lists activities related to that topic. INSTRUCTIONAL MATERIALS: Each subunit contains a bibliography listing teacher references and pupil references. STUDENT ASSESSMENT: No provision. OPTIONS: The guide is suggestive. Teachers can select some of the problem areas identified for in-depth study, or they may identify other problems for study. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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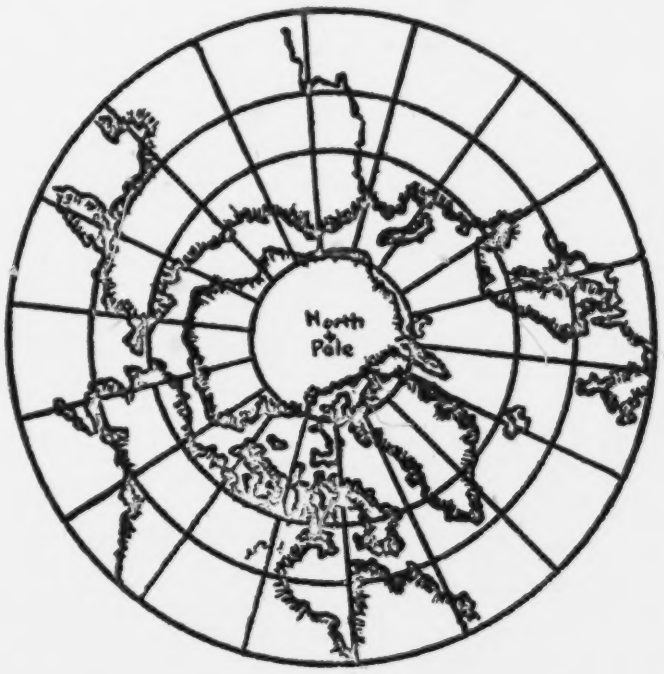
12

WORLD PROBLEMS
RESOURCE UNIT III
DEVELOPMENT ISSUES
GRADE 12



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP00 7092

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CONSERVATION

CONSERVATION

QUESTION

What is ecological balance?

ACTIVITIES

1. Discuss with the students the meaning of conservation.
2. Ask the students to prepare a bulletin board showing the need for conservation of natural resources.
3. Discuss with the students the meaning of ecology and ecological balance.

QUESTION

How does man destroy the balance?

ACTIVITIES

1. Have a group of students read and report on Rachel Carson's The Silent Spring.
2. Have some students report on the various ways in which man has wasted the world's natural resources.
3. Have a class or a group of students collect data concerning the availability of natural resources of the world at present as opposed to their availability 200 years ago. How does the availability of resources change over the years?
4. Have a group of students prepare a bulletin board showing the various ways man heedlessly wastes and destroys natural resources.
5. Have a group of students trace historically America's awareness of the need for conservation and report on the significance of the actions taken. i.e.

mid 1800's	George Perkins Marsh and Henry David Thoreau, writers, argue for preservation and protection
1872	Yellowstone, first national park established
1891	First national forest set aside
1902	Reclaimation Act set up Bureau of Reclaimation
1911	Weeks Act
1933	Civilian Conservation Corps established Tennessee Valley Authority established
1934	Taylor Grazing Act
1935	Soil Conservation Service established
1936	Flood Control Act
1944	Missouri River Basin project started
1960's	Administrations of Kennedy and Johnson emphasize importance of clean water, pure air, open space, and natural beauty.

QUESTION

What are some efforts to correct the imbalance? i.e. international, legal, volunteer, national.

ACTIVITIES

1. Have various students write to private and government groups for information concerning their roles in conservation.
2. Have the class investigate the activities of the Department of the Interior in regard to conservation. Divide the class into groups so that each group will consider one division of the department, i.e. Bureau of Land Management, Bureau of Reclaimation, Geological Survey, Fish and Wildlife Service, Office of Indian Affairs, and Bureau of Mines.
3. Have a group of students report on the conservational activities pursued by the Department of Agriculture.
4. Have some students report on established conservation projects and their success such as:
   Ohio River Valley Sanitation Commission
   Columbia River Basin project
   Tennessee Valley Authority
   Soil Bank program - Soil Conservation Service
5. Have a group of students prepare book reports on some of the following books:
   Baker, Richard St. B., Green Glory: The Story of Forests of the World.
   Brown, Harrison, The Next Hundred Years: Man's Natural and Technological Resources.
   Carhart, Arthur H., Water - Or Your Life.
   Gulick, Luther H., American Forest Policy.
   O'Connor, Harvey, The Empire of Oil.
   Osborn, F., Our Plundered Planet.
   Shankland, Robert, Steve Mather of the National Parks.
   Stegner, Wallace, This is Dinosaur.
   Udall, Stewart L., The Quiet Crisis.

QUESTION

What is meant by controlled environment?

ACTIVITIES

1. Discuss with the students their conception of the meaning of "controlled environment".
2. Have the students investigate the various efforts which have been made to control various aspects of the environment. i.e. forestry, flood, wildlife, insect pests, soil (agriculture), weather.
3. Have the students report on and find illustrations of the need for a controlled environment.
4. Have several students present a panel discussion on the importance of a controlled environment.
5. Have some students report on the following books:
   Herber, Lewis, Crisis in Our Cities
   Lewis, Howard R., With Every Breath You Take

QUESTION

What is the role of ocean research?

ACTIVITIES

1. Have the students read "The Ocean: Man's Last Great Resource by Senator Claiborne Pell in the October 11, 1969 issue of Saturday Review, p. 19.
2. Divide the class into groups to research and report on a) the resources of the ocean, b) the harm these resources have undergone, and c) the future uses of the ocean's resources.
3. Invite a representative from the University of Rhode Island's School of Oceanography to speak to the class.

QUESTION

What is the role of space research?

ACTIVITIES

1. Discuss with the class the government's role in and hopes for space research.
2. Have some students report on the success of the United States' efforts in space research.
3. Have the class make projections concerning the effects of space research.

QUESTION

How does man use the land available?

ACTIVITIES

1. Have the students survey their city and state taking pictures of the way the land is used. Have the class examine the pictures and suggest ways in which conservation could better the scenery.
2. Have the students cite particularly ugly or beautiful spots in the city and have them plan a city beautification program.
3. Conduct a panel or class discussion entitled "Whatever Happened to America the Beautiful?".

Student References

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2. Clepper, H.E., Careers in Conservation, Ronald.
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13. U.S. Government Printing Office, A Place to Live: The Yearbook of Agriculture - 1963.

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"God Bless the Grass", Columbia CL2432

Filmstrip
"Water and Air", New York Times, February, 1967.

Magazine Article
Dickey, Miriam E., "A Touch of Spring for City Chindren: An Audubon Conservation Program", Social Education, December, 1969, p. 946.

DISTRIBUTION

DISTRIBUTION

QUESTIONS

1. What is a natural resource?
2. What areas of the world are rich in mineral resources?
3. What major countries are located in areas rich in natural resources?
4. What effect does the possession of natural resources have on the economy of a country?

ACTIVITIES

1. Define the term natural resource.
   a. What are the different categories of items that can be listed under this definition?
2. Have a group of students complete a list of the top ten industrial countries. You may determine these countries on the basis of steel, production, iton or, coal production, copper production and nuclear development. Examine whether or not the needed natural resources are imported, found within the country, or a combination of both. The preceding material may be used in oral group reports or placed on charts.
3. Using the Classroom Atlas and the Oxford Economic Atlas of the World compare and contrast nationally and regionally in terms of the following:
   The relationship between
   a. natural resources and degree industrialization
   b. natural resources and trade patterns (external - internal)
   c. natural resources distribution patterns

QUESTIONS

1. What are the major population centers in the world?
2. What countries are located in the major population centers?
   a. population rural or urban
   b. density of population
   c. is the country considered overpopulated?
      1. are sections overpopulated (reasons)
   d. is the country basically agricultural or industrial?
   e. what is the birth rate, death rate, infant mortality rate, and life expectancy in these countries.
3. Is a large population an economic asset?

ACTIVITIES

1. Have the students develop population maps for the world. This project could be done by groups using the world, political breakdowns, or geographic breakdowns as their area of concentration.
2. Divide the class into 10 groups, have them prepare charts or bar graphs on the following: 10 most populated countries; birth rate, death rate, infant mortality rate, live expectancy and population density.
   a. determine whether these countries are agricultural, industrial or a combination of both. The effect of their economic development or population groupings.
3. Group report or debate on the topic: Is population an economic asset? Examine a country in terms of population, resources, economic development, and technical skills.

QUESTIONS

1. What sections of the world produce most of the world's major food stuffs?
2. What countries are located in these major food producing areas?
3. Are there major areas of population that cannot sustain their population?

ACTIVITIES

1. Have the students develop bar graphs for those nations that export the majority of the world's food stuffs. These graphs should include the major items exported. Students may also develop graphs for the major food imported and the items imported.
2. What can people do to increase food production in favorable areas, and what can they do to make less favorable areas more productive. Examine these countries: United States, Holland, Israel, Japan.
3. Have a student report on the newest research in high yield rice strains developed by the United States: What impact would this have (or is it having) on the chronic food shortage areas of the Asian World: i.e., India, etc.

QUESTIONS

1. What are the different means of major modes of transportation?
2. What countries lead in the development of major transportation systems?
3. What is the effect of a good transportation system on a country?

ACTIVITIES

1. Brainstorm over the idea of transportation:
   a. historically
   b. in contemporary terms

   mix the two to induce the idea of technical change and culture "lag" for example: (1) mode for an "advanced" society has only historical significance, but it may be contemporary for another: (horse to U.S. farmer as opposed to Mongolian herdsman in 1968-70).
2. Have the students develop group reports on the following topics: Importance of good transportation systems on:
   a. economic stability of a nation
   b. social contacts within a nation
   c. development of nationalism vs. sectionalism
   d. effect on government
3. Series of graphs showing countries that are leaders in the major areas of transportation in 5 year periods from 1945 to present. (use figures in the following areas: rail, highway, airline, ship).
4. Map exercises:
   Make detailed maps showing the following:
   Rail systems
   Canal systems
   Seaway systems
   Air routes
   Highway systems

   By comparing these maps what can be said about:
   developed vs. undeveloped economies
   interdependence vs. isolation

QUESTION

1. What effect do basic resources have?

ACTIVITIES

Group Projects:

1. What effect does the possession of natural resources have on a country in relation to marketable surplus, production, benefit to the government and people.
   a. natural resource - petroleum. Countries: United States, Venzula, USSR, Kurwait, Iran, China, Japan.
   b. Natural resource - Coal. Countries: United States, USSR, England, Germany, India, Japan.
   c. Natural resource - nuclear fuels. Countries: United States USSR, England, India, China, Japan.
2. What effect does population have on a country (U.S., USSR, England, India, China, Japan)?
   a. Do most of the people exist above, at or below the substance level?
   b. Compare their birth rates, death rates, infant mortality rates, life expectancy and literacy rate.
   c. Do considerable numbers of the population possess useful technical skills.
3. What effect does food production have on a country. Compare U.S., USSR, Netherlands, China, Argentina, Japan and India in relation to production of wheat, corn, rice, dairy produce, livestock and animal products. Points to include in your reports: Production capability, effect on population, effect on economy, what effect has religion had in India in relation to livestock and animal products.
4. Extent of developing in the major types of transportation in the following countries: U.S., USSR, South America, Africa, India, China, Japan.
   a. degree of development
   b. effect on development of the country
5. What effect has international trade patterns had on the following: U.S., USSR, England, France, Japan, West Germany. As you develop your topic concentrate on the following:
   a. maintaining a favorable trade
   b. effect on economy of the country
   c. disposal of surpluses

QUESTION

1. How do you account for the distribution of basic materials.

ACTIVITIES

1. Group reports on the following:
   a. What factors contribute to the development of a large population? Examine the major population centers and compare their birth rates, death rates, infant mortality, life expectancy, favorable geographic features, literacy rate, technical development.
   b. What factors contribute to a large food production? geographic conditions, water, knowledge of methods.
   c. What factors contribute to the development of complex transportation systems: size of country, population, economic development, technology, industrial and agricultural output.
   d. What factors contribute to the development of trade patterns: Surplus or absence of products and/or resources, industrial development, agricultural development?
2. A series of transparancies or maps to show the effect of distribution of basic materials. Political map of World. (Base)

Transparancies

No. 1 - 10 most populated countries
No. 2 - 10 largest industrial powers. See natural resources.
No. 3 - 10 largest producers of basic food stuff (wheat, corn, rice)
No. 4 - those countries in the major trade patterns.

ECONOMIC GROWTH

ECONOMIC GROWTH

QUESTION

What are the stages of economic growth?

ACTIVITIES

1. Ask the students for their ideas concerning the meaning of economic growth.*
2. Ask the students to give examples where economic growth may have taken place.
3. With the students discuss the five stages of economic growth (Rostow), i.e. 1) the traditional society, 2) the pre-conditions for take-off, 3) the take-off, 4) the drive to maturity, 5) the age of high consumption.
4. Divide the class into five groups and have each group analyze the United States historically as it passed through one of these stages.
5. Have the students choose one of the five stages of economic growth and have them find a country, existing today, that is in the stage chosen. Have each student explain how the particular country he chose fits into that category.

* Economic growth is an increase in a nation's or an area's capacity to produce goods and services coupled with an increase in production of these goods and services. Economic growth is measured by annual rate of increase in a nation's gross national product, as adjusted for price changes. A better measure is increase in the real gross national product per capita. It occurs when production of goods and services increases faster than population. Therefore, each person gets a larger share of the economic pie. Economic growth requires putting together human resources, capital goods, and technical and organizational skills and using them to make more goods and services (more things for more people).

QUESTION

What are the measures of economic growth?

ACTIVITIES

1. Review with the class the stages of economic growth and the means used to determine what stage a country is in. (See Rostow, The Stages of Economic Growth).
2. Have the class draw charts and graphs of these measures as evidenced in various countries which are in various stages of economic growth.
3. Have the class prepare a bulletin board of pictures showing the measures of the various stages of economic growth.
4. Have a "Meet the Press" program and have selected representatives interviewed concerning the economic growth in their country.

QUESTION

What is the relation of the following to edonomic growth?
literacy, poverty, technology, population, transportation, communication, health, food.

ACTIVITIES

1. Divide the class into groups and have each group choose one of the above categories. Have each group prepare and present a skit which shows the importance of the category chosen to economic growth.
2. Have the class assume that the United States is well into the sixth stage of economic growth which is beyond consumption. Have the class illustrate how each of the above categories will be affected.
3. Have a group of students prepare and present a play showing a family going through the five stages of economic growth. Make sure they show how all the variables are affected.

QUESTION

What is the role of government policy in planning on economic growth?

ACTIVITIES

1. Have some students report to the class on the economic theories of Keynes, Friedman, and Heller.
2. Have groups of students examine and report on the activities and purpose of such federally sponsored programs as:
   The Office of Economic Opportunity
   VISTA
   Neighborhood Youth Corps
   Job Corps
   Old Age, Survivors, and Disability Insurance
   Food stamp plan
   Appalachian Regional Development Act
   Medicare
   Aid to Families of Dependent Children
3. Have a panel discussion on the role of government in planning on economic growth. Have the members of the panel consider:
   How much should the government do?
   How is the government's active role important to the country as a whole?

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4. Gutman, Peter M., Economic Growth, An American Problem, Prentice-Hall.

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15. U.S. Department of Commerce, Survey of Current Business.

Teacher Reference

Gustafson, Ardis, "Economic Education in the Middle Grades", Social Education, January, 1968, p. 54.

LITERACY

LITERACY

QUESTION

What is literacy?

ACTIVITIES

1. Ask the class for their ideas of the definition of literacy.
2. Have a group of students determine the correlation between the law and literacy in the United States.
3. Have a group of students graph the literacy of United States adults according to their ages.
4. Have a group of students graph the literacy of the ten or twenty most populous countries of the world.
5. In a class discussion determine how necessary the literacy of a population is to the development of the country.
6. Have a group of students prepare a bulletin board showing people involved in various activities which require literacy.
7. Have a group of students prepare a play or a skit to show the importance of literacy.

Literacy equals United Nations point of view
Have a group of students read and explain to the class the United Nations' statement on literacy published in 1963.

QUESTION

What are the conditions for improving literacy?

ACTIVITIES

1. Discuss with the class how the improved communication system in the world has decreased the need for everyone to be literate.
2. Have some members of the class discuss in a panel discussion the dangers of illiterate people depending wholly upon others for ideas.
3. Have two thirds of the class pretend to be an illiterate society. Have the other third of the class work out ways to improve the literacy of the two-thirds.

QUESTION

How does literacy differ throughout the world?

ACTIVITIES

1. Review the literacy graph of the ten or twenty most populous countries.
2. Have the class choose ten underdeveloped countries. Have the class decide where literacy would be on the priority list of needs for these ten countries. Why would it not be first?

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2. Arnold, Richard D., "Social Studies for the Culturally and Linguistically Different Learner", Social Education, January, 1969, p. 73.

3. Cole, Desmond, "The United Nations International School", Social Education, January, 1969, p. 31.

4. Kelman, Herbert C., "Education for the Concept of a Global Society", Social Education, November, 1968, p. 661.

5. Phi Delta Kappan, January, 1970, all.

POPULATION

POPULATION

QUESTION

What is the present world population?

1. What is the rate of growth of the population?
2. What is the population distribution?
3. What is the varying rate or growth?

ACTIVITIES

1. Have a group of students prepare a statistical chart for the above questions.
2. Have a group of students prepare a population map of the world.
3. Have a group of students prepare a statistical chart showing world population and rate of growth since earliest times.
4. Have a group of students, using the above data, make projections concerning the world population and rate of growth for the year 2000.

QUESTION

What are the conditions for growth - technical, scientific, economic development, and public health?

ACTIVITIES

1. Have the class analyze an underdeveloped country such as: Portugal, Venezuela, Peru, Berma, Iran, Nigeria, or Ghana. Have the members of the class decide what must happen in this country for growth in the above areas to take place? A group may wish to draw up a "step by step plan" for growth.
2. Have the members of the class apply this question to two countries such as India or Vietnam and Ghana or Nigeria. Compare and contrast the differences in the approaches to be used for the two countries chosen.

Student References

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3. Day, Lincoln and Alice, Too Many Americans, Houghton-Mifflin.

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Teacher References

Teachers may subscribe to The Population Bulletin published eight times a year (teachers' rate $3) by the Population Reference Bureau, Inc., 1507 M Street, NW, Washington, DC.

Filmstrip

"The Population Explosion", New York Times, March, 1967.

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"Unseen Enemies", (32 min., color) Shell Oil Company.

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POVERTY

POVERTY

QUESTIONS

What is poverty?

1. What are the reasons for different definitions? (discussion question)
2. What is meant by a poverty cycle?

ACTIVITIES

1. Class definition: What are elements of poverty? In What ways are poor different from others?
2. Find U.S. government definition (Social Security Bulletin, Jan. 1965.
3. Small group to read and report on definitions in Harrington, The Other America, appendix.
4. Numbers - how many are poor? - Statistical Abstract of U.S., 1968, page 329. Prepare a bar graph showing percent of population in various income groups.

QUESTIONS

Who are the poor?
How do they live?

ACTIVITIES

1. Group reports on the causes and conditions of poverty among:
   a. Urban Negroes
   b. Farmers (white and black)
   c. Elderly
   d. American Indians
   e. Appalachians
   f. Migrant workers
   g. Alcoholics
   h. Rural poor in cities
2. Map of U.S. showing major concentrations of poverty.
3. Use study prepared by Providence Social Studies Curriculum Project of eight inner city neighborhoods in Providence. Who are the poor in Providence? Where do they live?
4. Invite speakers in to class, persons who have worked with the poor in Providence.
5. Report on origin of national and state Fair Welfare Organization.

QUESTIONS

What is the relationship of poverty to economic growth?

1. How would a rising economy help poor people?
2. How would a depression (recession) affect poor people? (and those just above the poverty line)

ACTIVITIES

1. Charts comparing GNP for period (1930-present, every 5 years) with personal or family income for same years.
2. Define inflation - What effect does it have on income?
3. Define depression, recession - What effect do they have on income?

QUESTIONS

What is the relation of poverty to technological change?

a. Effects of automation on working man?
b. In what way is education important?

ACTIVITIES

1. Define automation - explain how it can benefit the general population while hurting some people.
2. Study the effects of automation on a particular industry. (e.g. automobile, coal mining, banks, etc.)

QUESTIONS

What is the relation of poverty to literacy?

a. In what way is illiteracy a cause of poverty?
b. An effect?
c. What is the role of education?

ACTIVITIES

1. Define literacy - get comparative literacy rates for various countries. e.g. U.S. U.K., U.S.S.R., India, Guatamala, etc. Compare with statistics of average annual income for each country. Put in graph form.
2. List jobs that do not require literacy. Get approximate salaries for each job.
3. Contact Rhode Island Department of Employment Security to get listing of positions with no literacy requirement. What difference in such requirements 1955-1965?

QUESTIONS

What is the relation of poverty to health?

a. Poverty as a cause of ill health.
b. Poverty as an effect of ill health.
c. Mental health?

ACTIVITIES

1. List diseases that are common among poor people (a) in U.S. (b) in undeveloped countries.
2. Report on the high incidence of mental illness among the poor, as outlined in The Other America, chap. 7.

QUESTIONS

Are governmental policies and poverty related?

a. How does the government's economic policy affect individuals?
b. What does the government do to alleviate poverty?

ACTIVITIES

1. List ways in which government can heat up of slow the economy effect. e.g. prime rate, surtax, spending, devaluation, wage/price controls.
2. List anti-poverty programs, purpose of each.
3. Panel discussion of debate on successes and failures of the War on Poverty.
4. A study of the legislation and debates creating the Office of Economic Opportunity.
5. Reports on Work of Progress for Providence since its creation what preogress is seen to be getting at poverty?
6. Study of organization and work of OEO.
7. Study and report on Social Security Administration - its origins, present scope.
8. Study and report on issues related to the proposals for a guaranteed annual income.

QUESTIONS

What are the dimensions of poverty on a world scale?

a. What makes a poor nation poor?
b. What are the elements of "standard of living"?

ACTIVITIES

1. World map showing underdeveloped countries.
2. Chart showing standard of living in selected countries, comparing income, housing, health, literacy, etc.
3. Define "population explosion" - what effect does it have on poor countries.
4. Chart or world map showing birth rates of various countries.

QUESTIONS

What challenge does world poverty present?

a. Define "revolution of rising expectations".
b. Why are communist countries interested in underdeveloped countries?
c. What is being done by the free world especially the U.S. to help?

ACTIVITIES

1. List and describe U.S. programs to aid poor countries.
2. List and describe U.N. programs to aid poor countries.
3. Bar graph showing U.S. expenditures for foreign aid in years since 1945. (may be broken down into econimic, military, food, ect.) (also compare with domestic expenditures for military, alcohol and tobacco, etc.)
4. World map showing countries that receive U.S. aid.
5. List, or world map, showing poor countries in which communists have attempted to gain influence.
6. Detailed group reports on specific countries (e.g. Guatamala, Congo, India) where U.S. and communist countries have been in direct competition.
7. Group report comparing the means employed by the U.S. and U.S.S.R. to change from underdeveloped to developed countries.

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4. Saturday Review, Nov. 16, 1968, "Church Mice Have it Better".
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TECHNOLOGY

TECHNOLOGY

QUESTION

What is technology?

ACTIVITIES

1. Have the class work out definition of technology on the basis of study and analysis of two films or filmstrips. These should be selected to contrast the process of food production and distribution in the U.S.A. with that of a country like Bolivia or Kenya or Thailand.

QUESTIONS

What does the term "technical culture lag" mean?

1. What is the cause for a "technical culture lag"?
2. Is there a relationship between government support (or a lack of it) and a technical culture lag?
3. Is a military-industrial-complex necessary to stimulate technical advancement?
4. Effect of capitalism vs. socialism on technical advancement.
5. What is the relationship between continued technical improvement, the economy, and standard of living?

ACTIVITIES

1. Have the students examine the term "technical culture lag". What does it mean? What are some examples? (i.e. technical position of U.S. as opposed to Mexico).
2. Divide the class into groups. Have the students choose two countries, one developed and one underdeveloped. The purpose of the project is to determine why there is technical culture lag. Examine these countries in terms of whether or not they possess factors for natural growth (those factors needed for economic development): natural resources, labor, capital, and technology. Have the students construct bar graphs, charts or write reports on the kinds and amounts of natural resources possessed, the type of labor force, availability and major source of capital, degree of technical advancement. When researching the question of technical advancement examine the educational systems, amount of money spent on education, and the literacy rate together with investment patterns.
3. Examine the economic and technical development of certain countries in order to determine to what extent government assistance aided technical development. Suggested countries: United States, Russia, China, England.
4. Refer to the problem of the military-industrial complex, acquaint the class with the term and its meaning. Have the class identify those countries committed to maintaining large armed forces, and those countries that do not. Which countries have an M.I.C.? Are these countries leaders in technical development? Is there a relationship between military-industrial complex and technical advancement? What resources are needed to maintain a military industrial complex? Are these resources also needed for technical advancement?

5. Group report or debate: Is the profit motive of capitalism or the state controlled system of socialism a bigger inducement for technical advancement?
6. Divide the class into groups. Have the students determine the top ten countries in relation to Gross National Product. Examine the following points:
    a. Are the countries Democratic or Totalitarian?
    b. Does the country have a political system and economic system that is forward looking and willing to venture into new fields?
    c. Do the countries contain major deposits of natural resources?
    d. Does the country possess a population of energetic people, and does it possess an advanced and improving technology?
    e. Does it possess a large armed force?

After researching the information the students should attempt to draw conclusions.

QUESTIONS

What is auromation?

1. What is the effect of technology on unemployment?
2. What is technological unemployment?
3. What effect has technology had on the increased use of inanimate energy (i.e. coal, oil, water, etc.)?

ACTIVITIES

1. Have the class define automation. What effect has automation had on industrial output, production costs, employment?
2. Debate or essay: Resolved: Automation does not result in a permanent increase in unemployment.
3. Divide the class into groups and have them do reports on the changes made in certain areas due to technology.
   i.e. steel making process
   harvesting of grains
   coal mining
   auto making
4. Have the students define technological unemployment. Examine the types of technological unemployment.
   a. change in machinery increasing the productivity of a single worker, therefore eliminating some workers.
   b. creation of a new method or service rendering the old one obsolete.

   Have students suggest examples where unemployment has resulted from technological advances. Attempt to determine whether this unemployment was permanent or temporary.

QUESTIONS

What is a computer?

1. What demands of contemporary society have fostered the development of the modern computer?
2. What are the dangers of computers?

ACTIVITIES

1. Have the students reach agreement on what a computer is.
2. Group report. Trace the development of the modern computer starting with the work of Professor Howard H. Aiken in 1944.
3. Trace the influence of the military on computer development.
   a. Why has the military been the greatest influence on computer development since World War I?
   b. What are some of the military uses of computers?
      Suggested topics:
      - Fire control
      - Simulation exercises
      - Naval tactical data
      - Deployment of Air Force in case of enemy attack
      - Purchasing and stock-piling of material
      - Inventory control
      - Payroll
      - Sophisticated weapons systems
4. Examine the contribution computers could make toward peace?
   Suggested topics:
   - Detection of nuclear tests
   - Detecting and identifying missile and satellite tests
   - Analyzing systems for arms limitation, inspection and control
   - Inspecting and analyzing the national budget for implications of illicit arms activities
   - Inspecting and analyzing other national economic indexes
   - Analyzing effects of disarmament agreements upon national economies
   - Preparing economic plans for conversion from a "more-war" economy to a "less war" economy, with the least amount of undesirable effects

5. Examine the effect of computers on employment.
   a. How have computers contributed to automation?
   b. How can the problem of unemployment in a technical computerized society be solved? Suggested topics:
      Gradual implementation
      Advanced planning
      Retraining of employees
      Education
6. Prepare group reports showing how computers are used in the following areas:
      business and industry
      government
      transportation
      medicine
      research
      education
      home
7. Group report on the dangers of computers. i.e. threat of accidental war because of computer malfunction. The student coult read the book Fail Safe and compare it with the article "You are Under Attack!" by John G. Hubbell, Readers' Digest, April, 1961.

QUESTION

What has been the relationship of technical advancement and national wealth, health, and mass media?

ACTIVITIES

Technical Advancement:

1. Group reports:
   a. How does technical advancement better utilize the national resources of a country?
   b. The effect of technical development on improving old industries and creating new ones.
      1. List new industries created through technical development i.e. synthetics.
   c. The effect of technical development on employment.
2. Develop a chart showing a sampling of countries. For each country show the population, percentage of people employed in agriculture, the percentage of people employed in manufacturing, the gross national product per individual or for the country, and expectation of life. Develop a report based on conclusions reached by studying your chart.
3. Mass Media:
   a. Have the students list the different types of mass media: i.e. radio, TV, newspapers
   b. Rate each form of massmedia in relation to which has the greatest effect on society to which has the least.
   c. Group reports on the technical advancements needed in order to develop the different forms of mass media.
4. Health:
   a. Have the students develop a list of ways technical advancement has aided society in creating better health conditions. (i.e. sanitation facilities, waste disposal, anti-pollution development)
   b. Group reports on the part technical advancment has played in diagnosing health hazards and illnesses, medicine, research and development and machines to aid and assist life (i.e. heart and kidney machines).

REPORTS

The following list of individuals associated with technical advancement could be used for individual reports.

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2. Bell, Alexander Graham
3. Drew, Charles
4. Edison, Thomas
5. Einstein, Albert
6. Faraday, Michael
7. Fermi, Enrico
8. Galileo
9. Goodard, Robert
10. Gutenberg, Johan
11. Harvey, William
12. Julian, Dr. Percy
13. Just, Ernest E.
14. Kepler, Johannes
15. Matzeliger, Jan
16. McCormic, Cyrus
17. Morgan, Ganett A.
18. Morse, Samuel
19. Newton, Isaac
20. Roentgen, William
21. Westinghouse, George Jr.
22. Whitney, Eli
23. Williams, Daniel Hale
24. Woods, Geanville T.

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14. Hugh-Jones, Edward, The Push Button World - Automation Today, University of Oklahoma Press.
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